

Kindergarten 21st Century Math Routine

(Supporting Common Core State Standards--Replaces calendar time)

Trimester 1: July-September(YR) August-October(T)	Transitional Standards (CCSS) Addressed	Instructional Focus: Counting, recognizing, representing, naming objects to 10; building fluency with quantities	Suggested Resources
	NS1.2 Count, recognize, represent, name objects to 10* (becomes Counting and Cardinality (CC 4 & 5 in CCSS)	Instructional Routine	
Month 1	NS1.2 Count, recognize, represent, name objects to 5*(CC 4 & 5) Vocabulary: Numeral names 1-5; positional terms: (in a row, top, bottom, beside, in a line, etc.)	Whole Group: <ul style="list-style-type: none"> T displays a set of objects in configurations up to 5 objects (dot cards); students identify (step 1) how many and (step 2) they articulate how the dots are arranged (NOTE: start with quantities of 1 and 2; then 3 and 4; then 5)	<ul style="list-style-type: none"> Dot cards in arrays and patterned configurations--1-5 objects (Adapted from John Van de Walle's <i>Elementary and Middle School Mathematics: Teaching Developmentally</i>)
Month 2	NS1.2 Count, recognize, represent, name objects to 5*(CC 4 & 5) Vocabulary: Numeral names 1-5; positional terms: (in a row, top, bottom, beside, in a line, etc.)	Whole Group: <ul style="list-style-type: none"> T displays a set of objects in configurations up to 5 objects (dot cards); students identify (step 1) how many and (step 2) they articulate how the dots are arranged Add "Say it Fast"--review dot cards used in the routine quickly at end of routine time 	<ul style="list-style-type: none"> Dot cards in arrays and patterned configurations --1-5 objects (Adapted from John Van de Walle's <i>Elementary and Middle School Mathematics: Teaching Developmentally</i>)
Month 3	NS1.2 Count, recognize, represent, name objects to 7*(CC 4 & 5) Vocabulary: Numeral names 1-7; positional terms: (in a row, top, bottom, beside, in a line, etc.)	Whole Group: <ul style="list-style-type: none"> T displays a set of objects in configurations up to 7 objects (dot cards); students identify (step 1) how many and (step 2) they articulate how the dots are arranged—start with 1-5; then quantities of 6 and 7 Add "Say it Fast"--review dot cards used in the routine quickly at end of routine time 	<ul style="list-style-type: none"> Dot cards in arrays and patterned configurations --1-7 objects (Adapted from John Van de Walle's <i>Elementary and Middle School Mathematics: Teaching Developmentally</i>)

*Component of standard addressed in 21st Century Routine